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ABSTRACT

This report describes the work of the Charlotte Collaborative, a partnership between North Carolina's Charlotte-Mecklenburg Schools (CMS), the University of North Carolina at Charlotte, and Johnson C. Smith University. The National Board for Professional Teaching Standards (NBPTS) chose CMS to develop a model for other school systems to use in order to increase the number of NBPTS certified teachers (NBCTs). The report describes how the Charlotte Collaborative is a catalyst for change, then introduces the NBPTS and National Board Certification. It explains how the Charlotte Collaborative promotes better teaching, learning, and schools, with teachers helping teachers within learning communities as they pursue NBPTS certification. The report profiles three NBCTs, discussing their motivation for certification and how they use their skills. It explains how the Collaborative promotes partnerships for success by encouraging teachers to pursue NBPTS certification and offering them support. It notes that research on the effectiveness and benefits of NBPTS certification is positive, and parents also agree that NBCTs make a difference in their children's lives. The Collaborative works to impact higher education by focusing on teacher preparation at the college level. The report concludes with a listing of NBCTs in CMS. (SM)

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THE CHARLOTTE COLLABORATIVE

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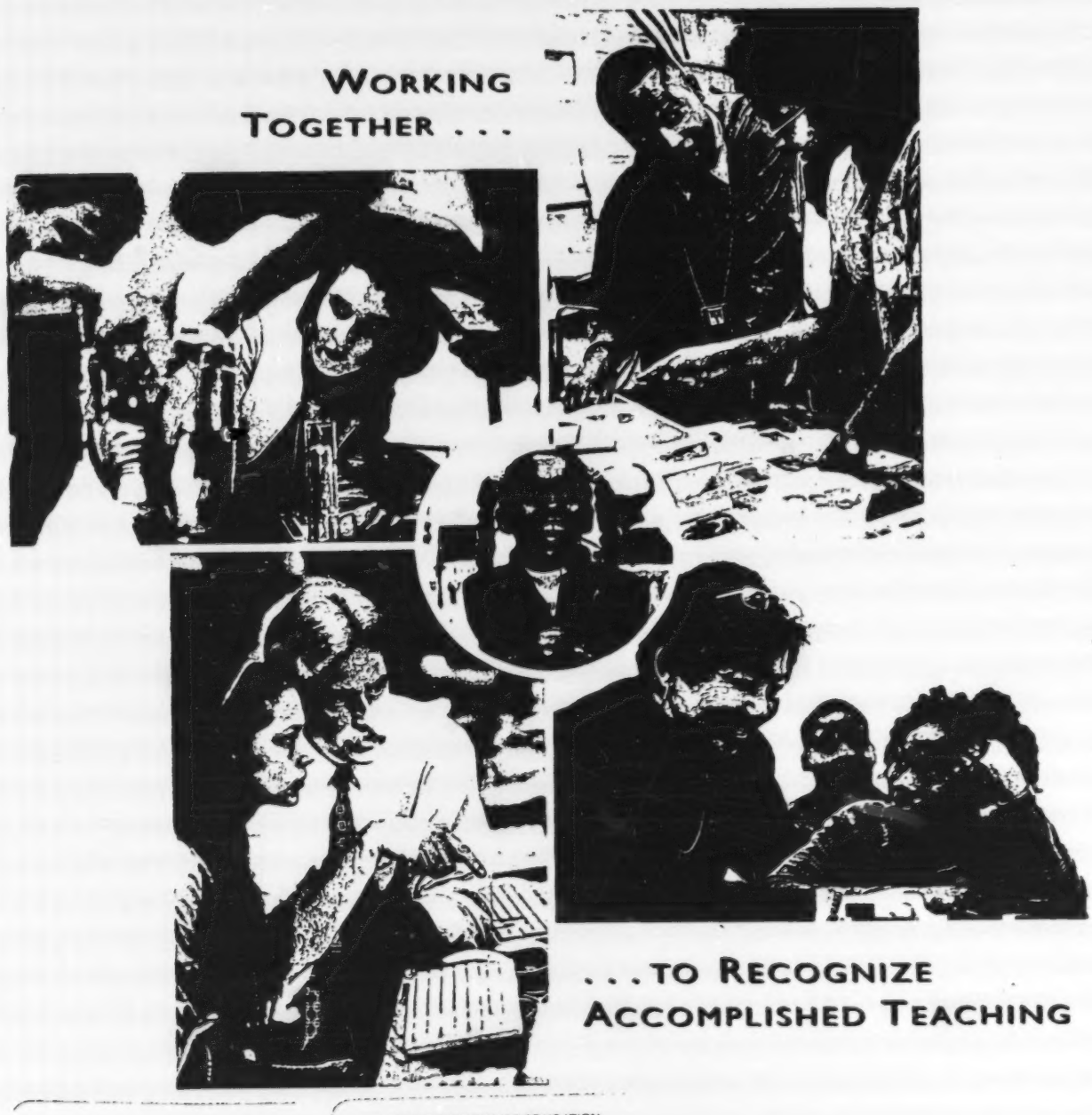
WORKING TOGETHER . . .



. . . TO RECOGNIZE ACCOMPLISHED TEACHING

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National Board for PROFESSIONAL TEACHING STANDARDS™

A Message From Betty Castor

President and Chief Executive Officer, National Board for Professional Teaching Standards

We are pleased to present this look at our successful efforts to increase the number of National Board Certified Teachers (NBCTS)™ in Charlotte-Mecklenburg Schools. It truly has been a collaborative experience, with each partner adding something that is making the end result even greater.

Now, as we celebrate this achievement, it's also important to retrace the steps that formed this unique collaboration.

Key support and encouragement for the National Board's effort in Charlotte has come from the John S. and James L. Knight Foundation. The program officers with the Knight Foundation realized that National Board Certification® offers a meaningful way to recognize accomplished teaching and improve student learning. We are extremely grateful for their endorsement.

To reach this point, each partner that was brought into the mix had to be a believer in the cause and the ultimate good that could be achieved. The National Board is fortunate to have found strong supporters throughout Charlotte-Mecklenburg Schools, the University of North Carolina at Charlotte and Johnson C. Smith University.

To build a collaborative, you must have people who are willing to give of their time and energy to serve on a board of directors. The National Board is fortunate to have three board members who call the Tar Heel state their home: Eddie Davis, a Durham English teacher; State Sen. Howard Lee of Chapel Hill; and Sarah Stewart, a Chapel Hill elementary school teacher. Their service is invaluable. The National Board also remains forever grateful to our founding chair, former N.C. Gov. Jim Hunt and to Dr. E.K. Fretwell, Chancellor Emeritus of UNCC, who served on our initial board of directors.

A collaborative must, in the end, offer something that people want. Teachers in Charlotte-Mecklenburg Schools, as attested to in this booklet, do believe in accomplished teaching because they have embraced the process with their participation. The results are overwhelming and I offer my best wishes to each and every one of them on their accomplishment.

To all the collaborative partners in Charlotte-Mecklenburg, I say "Congratulations!" We have created a collaboration that other school districts not only envy but also will want to emulate in the years and decades to follow.

On front cover, clockwise L to R: NBCT coach Angie McFarland (Middle Childhood/Generalist), Morehead Elementary; NBCT James Garvin (Middle Childhood/Generalist), Morehead Elementary, NBCT Kathy Novak (Middle Childhood/Generalist), Reid Park Elementary and NBCT Dave Schneider (Early Adolescence through Young Adulthood/Career and Technical Education), Olympic High.

A Message from Dr. Eric Smith

Superintendent, Charlotte-Mecklenburg Schools

Charlotte-Mecklenburg Schools (CMS) is both pleased and proud that the National Board for Professional Teaching Standards (NBPTS) chose CMS to develop a model for other school systems to use to increase the number of National Board Certified Teachers (NBCTs). We are very appreciative to the John L. and James S. Knight Foundation for funding The Charlotte Collaborative for the last three years.

National Board Certification provides teachers with an opportunity to pursue one of the most rigorous and challenging certifications in the country. I am proud to be part of a district that employs teachers who value their professional and personal growth.

CMS has more NBCTs than any other district in North Carolina. Only one other school district in the country employs more NBCTs. I believe this is no accident. Our teachers know that to become master educators, they must be devoted to lifelong learning and professional development. The National Board program affords our teachers an opportunity to take a reflective look at their classroom instruction and how they can better serve all students.

The 241 CMS teachers who have achieved National Board Certification are to be commended and honored. They are truly making a difference in the classroom and for our students. We are already seeing the fruits of their labor, as they take on new leadership roles and responsibilities and coach other teachers as they seek National Board Certification.

But the success story in Charlotte doesn't end there. We're just beginning, as many more CMS teachers pursue National Board Certification. We look forward to supporting teachers who will undergo the process in the future and then celebrating with them in their achievement.

Let us share with you what The Charlotte Collaborative has achieved during the last three years so we, as a community, can celebrate together in honoring these accomplished teachers.

cms

THE CHARLOTTE COLLABORATIVE: A CATALYST FOR CHANGE

"National Board Certification is one of the most significant developments in education. The rigorous certification process is literally transforming how we view teachers and their professional practice as educators."

— Arthur Griffin Jr., Chair, Charlotte-Mecklenburg Schools Board of Education

"National Board Certification helps teachers see that staying in the classroom is not a fallback position, but a terrific place to be. Their need to feel professional pride in their work and accomplishments is as great a social need as any we face."

— Dr. Mary Lynne Calhoun, Dean, University of North Carolina at Charlotte, College of Education

"What teachers know and what they do with that knowledge impacts what students learn. It all comes down to improving the education of our children."

— Dr. LaForest Williams, Assistant Professor/Coordinator of Field Experiences, Education Department, Johnson C. Smith University

"We have been pleased with the eagerness of Charlotte-Mecklenburg Schools and its teachers to participate in this process — it's been a true collaborative effort. We hope that what they've learned from this successful endeavor can be transferred to other communities."

— Julia Vann, Program Officer, Knight Foundation

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National Board for Professional Teaching Standards

NBCTs and teacher-candidates confer about the rigorous assessment process, which includes a portfolio and assessment center exercises.

The National Board for Professional Teaching Standards (NBPTS) is an organization of teachers and other education stakeholders working to advance the teaching profession and improve student learning. All its activities are rooted in the belief that the single most important action this country can take to improve its schools is to strengthen teaching.

Founded in 1987, NBPTS is leading the way in making teaching a profession dedicated to student learning by upholding high standards of professional performance. It is governed by a 63-member board of directors, the majority of whom are classroom teachers. Teachers are central to all aspects of the National Board's activities, and they are involved in every aspect of fulfilling the organization's mission.

The Mission of NBPTS

- Establish high and rigorous standards for what accomplished teachers should know and be able to do;
- Develop and operate a national voluntary system to assess and certify teachers who meet these standards; and
- Advance related education reforms for the purpose of improving student learning in schools in the United States.

National Board Certification uses nationally-recognized standards for evaluating and encouraging quality teachers. Study after study has found that teaching quality is the strongest predictor of student success. In addition, NBPTS believes teachers should be recognized and respected for the important work they do.

Coaching sessions help candidates: CMS teachers Bernadette Young (left) and Elizabeth Withrow

NBCT coach Bruce Schulman listens to CMS teacher Susan Hoppe, a candidate for National Board Certification.

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National Board Certification

CMS teacher Monica Burke attends a coaching session at J.H. Gunn Elementary School.

To be eligible for National Board Certification, a teacher must have earned at least a baccalaureate degree and taught for at least three years with a valid state teaching license.

National Board Certification:

- Provides an opportunity for accomplished teachers to be recognized and rewarded.
- Energizes good teachers and keeps them in the classroom.
- Develops teachers who can serve as facilitators to other teachers.
- Gives a measure of teacher quality within school districts.

The National Board certification process offers a way for teachers to take a new look at their teaching and feeds their desire for professional growth. Comparable to established accreditations in other professions, National Board Certification is a highly regarded process that acknowledges teachers as National Board Certified Teachers (NBCTs). It is a credential attesting that the recipient has been assessed by his or her peers as one who is accomplished, makes sound professional judgments about student learning, and acts effectively on those judgments.

To become an NBCT, teacher-candidates go through a lengthy process, during which they are required to demonstrate their knowledge and skills as professional educators. Each candidate's performance is individually evaluated by expert teachers and judged against the high standards developed by NBPTS. Candidates assemble a portfolio that demonstrates their ability to teach subjects effectively and to manage and measure student learning; complete a series of in-depth written assessment exercises to demonstrate subject-matter knowledge; and videotape examples of their teaching practices for review by National Board teacher assessors.

"National Board Certification is not hierarchical, nor based on how long you've been teaching. It's a matter of how hard you're willing to work,"

– NBCT Angie McFarland
(Middle Childhood/Generalist),
Morehead Elementary

NBCT coach Loretta Fodrie reviews a videotape of a classroom session to be submitted with the portfolio when a teacher seeks National Board Certification.

Certifications are available in 24 fields, such as Middle Childhood/ Generalist; Early Adolescence through Young Adulthood/English as a New Language; Early Adolescence through Young Adulthood/Career and Technical Education; and Early Adolescence/Science. Fields are structured around student developmental levels and subjects taught. Committees of teachers, teacher educators, developmental experts and leaders in the disciplinary field develop the standards for each field.

The certification process requires a deep commitment from candidates, and may take anywhere from 200 to 400 hours to complete. To be successful, teachers must put their skills and knowledge on the line and must be willing to take an honest look at their teaching practices to evaluate both strengths and weaknesses.

Fodrie (left) and other NBCTs attended a recognition ceremony for their efforts to improve student learning.

The standards used for National Board Certification are based on these Five Core Propositions:

- **Teachers are committed to students and their learning.**
- **Teachers know the subjects they teach and how to teach those subjects to students.**
- **Teachers are responsible for managing and monitoring student learning.**
- **Teachers think systematically about their practice and learn from experience.**
- **Teachers are members of learning communities.**

THE CHARLOTTE COLLABORATIVE
PROMOTES BETTER TEACHING, BETTER LEARNING, BETTER SCHOOLS

CMS NBPTS Coordinator Connie Bernash is also a National Board Certified Teacher.

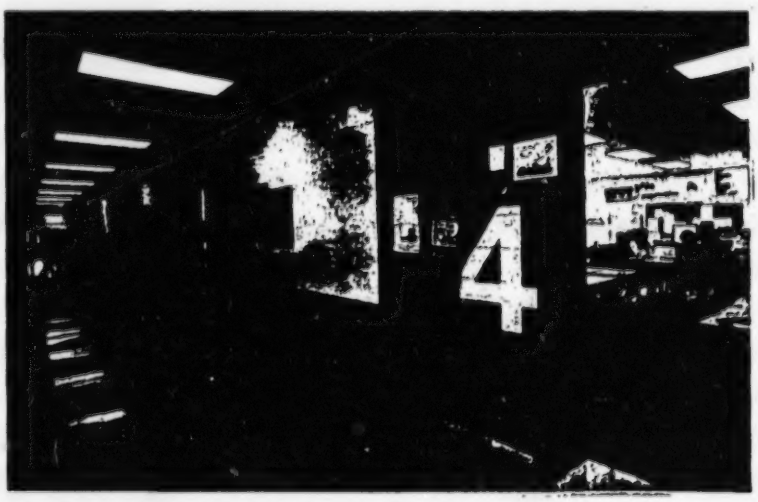
Teaching is at the heart of education. If the United States is to have world-class schools, it must have a world-class teaching force. Many excellent teachers already work in the schools, but their work often goes unrecognized and unrewarded. As a consequence, many first-rate practitioners leave the schools, and others who could be accomplished teachers never consider teaching. Worse still, the knowledge and skills of the fine teachers who remain are often underutilized, their positive influence allowed only modest scope.

National Board Certification, developed and administered by the National Board for Professional Teaching Standards (NBPTS), addresses these needs and concerns. "It is a reform," says NBCT Connie Bernash (Middle Childhood/Generalist), NBPTS Coordinator for Charlotte-Mecklenburg Schools (CMS), "that will change the face of education in this country."

But developing the standards and operating the assessment procedure was not enough for NBPTS. The board of directors wanted to work with a school system to create a model for school-university-community collaboration that would develop and increase NBPTS standards-based professional development opportunities.

CMS was chosen for this effort, and with a three-year grant from the John S. and James L. Knight Foundation, The Charlotte Collaborative was created in 1998. Thanks to the leadership of former N.C. Gov. Jim Hunt and the General Assembly, North Carolina was already deeply supportive of National Board Certification. The state pays the cost for a teacher's assessment and provides a pay increase to teachers who become NBCTs.

CMS Superintendent Dr. Eric Smith shared the vision and committed three full-time teachers-in-residence to work on the project. The University of North Carolina at Charlotte (UNCC) and Johnson C. Smith University (JCSU) also joined as collaborative partners. Staff members from both institutions — as well as classroom teachers — were involved at the earliest stages in the design of the collaborative, which has four goals: professional development, candidate recruitment and support, public awareness and recognition, and public advocacy.

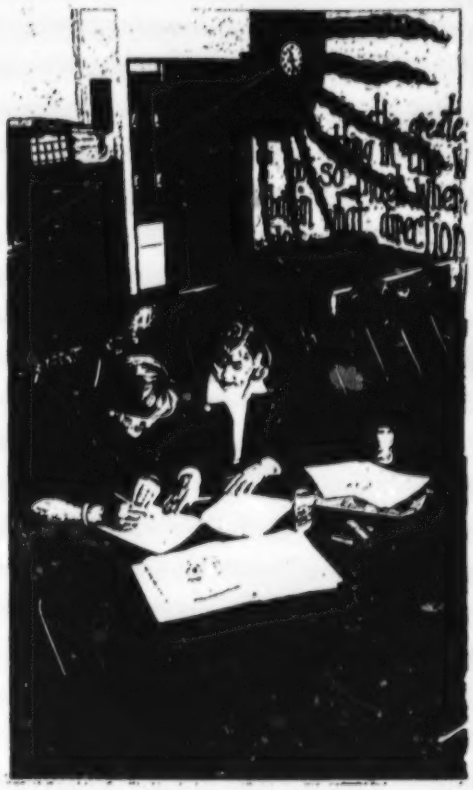


Teacher-candidates for National Board Certification typically spend between 200 and 400 hours as they go through the process. Much of that time is spent reflecting on their teaching practice during hours after school.

TEACHERS ASSISTING TEACHERS

What they designed was a program in which National Board Certified Teachers (NBCTs) in Charlotte-Mecklenburg Schools (CMS) coached teacher-candidates as they went through the assessment process. Different from mentoring, which implies a relationship between a novice and experienced teacher, peer coaching sessions are collaborative in nature, where groups of teachers work together to form learning communities. Meeting at least twice a month, a coach and his or her colleagues engage in a give-and-take dialogue about teaching practices and strategies. Everyone shares what they know and learns from others in the group.

"In some cities, support projects are headed by district or higher education leaders," Bernash says. "But we place National Board Certified Teachers up-front. By placing these teachers in charge of our candidate support, we are engaging both coaches and support group members in a meaningful form of collaboration that is new to many of them. Our coaches have reported that the rich dialogue and professional interaction within their learning team benefits everyone."



Candidate and coach: CMS teacher Deborah Heath (left) and NBCT coach Sarah Robinson

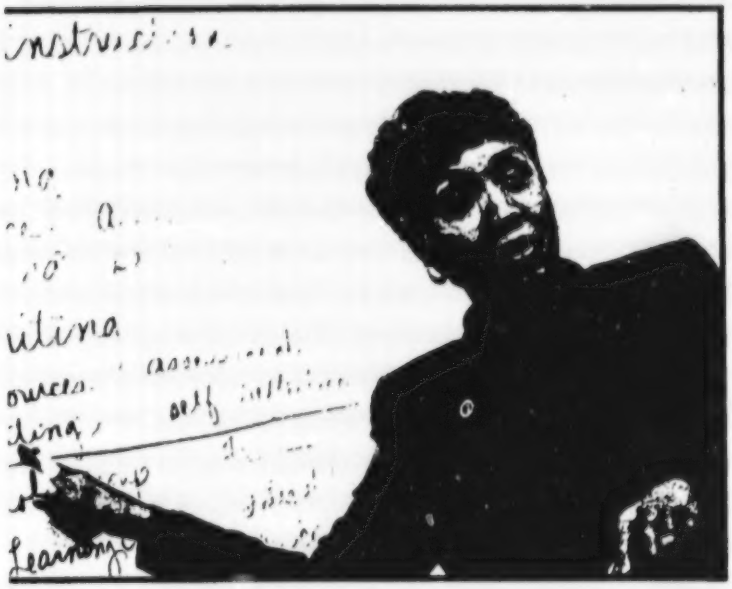
NBCT Gloria Schwartz (Early Adolescence/Generalist), who oversees teacher training for The Charlotte Collaborative says, "It's about teachers helping teachers become the best they can. Research has found that professional development with coaching is more successful. The goals of coaching go beyond 'passing the test,' and it doesn't end with certification," Schwartz says. "It's about being connected, creating communities, developing relationships, and taking pride in the profession. Everyone comes away with more."

Such an approach meets the standards of the National Staff Development Council for adult learning, with its emphasis on job-imbedded practices and the creation of learning communities. Whenever possible, coaches are assigned candidates seeking National Board Certification in the same specialization. NBCTs are also used as readers to critique candidates' written presentations. In addition, the coaching team has developed secondary materials that help candidates clarify their strategy as they prepare their portfolios for submission.

NBCT coach Sarah Robinson (Early Adolescence/English Language Arts), who teaches seventh-grade language arts at Northeast Middle School, describes the experience this way: "Coaching candidates has provided me with the experience of sharing and gaining powerful lesson plans, as well as the opportunity to refine my existing lessons as I read and see the techniques of my fellow teachers. It's also a chance to share all the joys and challenges that come with this noble calling to teach children. Many of the lessons the candidates use have found their way into my classroom and, consequently, into other language arts classrooms in my school. If only we, as a city, county or statewide team could collaborate on such a regular basis, the discipline of language arts would be refined to precision, and our children would receive lessons created by the brightest and best minds available."

NBCT Profile: Mary McDuffie

NBCT Mary McDuffie (Adolescence and Young Adulthood/English Language Arts) has a passion for learning. Even after 29 years of teaching, 17 of them in Charlotte, she says, "I don't see myself at the pinnacle — I'm still willing to take an honest look at myself to grow and develop."



Which was one reason why McDuffie, who teaches English at West Mecklenburg High School, sought National Board Certification. But something else motivated her as well. "I think teaching has lost a lot of respect, and I think National Board Certification will help bring that back," she says. "It gives credibility to the profession."

The certification process confirmed a number of beliefs McDuffie already had. It also made her look more closely at those beliefs and how she could apply them to meet the needs of her students. "For example, knowledge of students," she explains. "I ask myself, 'How well do I know them? How am I tailoring my instruction to what I know about them?'

"We also need to assess what we do," McDuffie adds. "Then we need to use that assessment to set new goals, redesign our curriculum, or make other changes. It's an ongoing process."

As much as McDuffie got out of her own assessment, she is finding coaching other teachers even more rewarding. "I love working with other teachers — it is one of my passions," she says. "I love learning from others and sharing with them what I know."

McDuffie says she discovered that good teaching strategies work everywhere. For example, she uses some of the same strategies at West Mecklenburg that teachers use in the International Baccalaureate Program, one of the most rigorous curriculum offered to students throughout the country.

McDuffie continues to take on a number of leadership roles and responsibilities both in and out of the classroom. She chairs the English department at her school and co-chairs the school's Senior Exit Project. She also teaches the ninth-grade Advancement Via Individual Determination (AVID) class, a program designed to encourage and prepare students for a four-year college education, and mentors first- and second-year teachers as part of a statewide program.

"I believe in being involved," McDuffie says.

NBCT coach McDuffie facilitates another CMS teacher preparing for the assessment process.

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PARTNERING FOR SUCCESS

This unique approach has been a resounding success. The Knight grant set a goal of recruiting 35 teachers to apply for National Board Certification in the first year; 150 did. Two hundred fifty applied in the third year of the grant. Before the collaborative began its work, there were 36 National Board Certified Teachers (NBCTs) in Charlotte-Mecklenburg Schools (CMS). In the first year of the grant, 98 of the system's teachers received that designation, and in the following year, 107 did. The 241 NBCTs in the CMS system rank it tops in North Carolina and second in the nation (behind Los Angeles Unified School District, a much larger system) for the number of NBCTs.

Teacher-candidates for the Early and Middle Childhood/Art and Early Adolescence through Young Adulthood/Art certificates attend a coaching session. The National Board offers certificates in 24 fields.

Before The Charlotte Collaborative began its work, less than 40 CMS schools had an NBCT on staff. By 2001, 121 schools, out of 139 in the system, either had an NBCT or candidates seeking National Board Certification. CMS teachers also exceed the national average for success in their first attempt at National Board Certification.

According to Nancy Crutcher, CMS coordinating director for professional development, "It's not just the structure we have in place offering the support that makes this success possible, it's the personal relationships. Peer coaching is the route to go for professional development — it's the ultimate professional development for teachers. It's a two-way street — coaches benefit because, to teach, they learn on a deeper level, and candidates get whatever help and support they need."

"I don't see how I could have picked up all the material and done it all without the assistance CMS provided," says NBCT Dave Schneider (Early Adolescence through Young Adulthood/ Career and Technical Education), who teaches computer-assisted design at Olympic High School.

"Teachers in other systems are clamoring for the support we have at CMS," says Barringer Elementary NCBT Donna Pernotto (Early Childhood/Generalist). To help meet that need and share their expertise, she and some two dozen other NBCTs from Charlotte-Mecklenburg help teachers in surrounding counties go through the certification process. This past year, NBCT Renea Crumbley (Early Adolescence/English Language Arts), who teaches at Piedmont Open Middle School, chaired the National Board Certification Candidate Support program for the Southwest Education Alliance, a consortium of 13-area school systems.

NBCT Janet Carson (Early Adolescence/Science) achieved her certificate during the 1998-'99 school year, which was the first year of The Charlotte Collaborative.

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EVERYONE JOINS IN

Fifth-graders listen intently to NBCT Kathy Novak.

The support that candidates receive from principals, fellow teachers, their students and parents also goes a long way in helping teachers get through the long assessment process, which is often arduous and difficult.

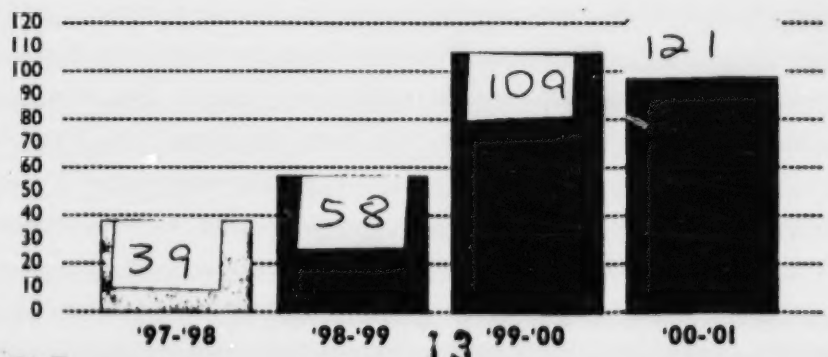
In the Reid Park Elementary newsletter, the names of teachers who have become National Board Certified Teachers (NBCTs) are announced to parents. As a result, "I got congratulatory notes from parents whose kids I didn't even know," says NBCT Kathy Novak (Middle Childhood/Generalist). "National Board Certification confirms to people that I am a good teacher, and parents give me more respect."

Because candidates are required to videotape their teaching for assessment purposes, their students get involved in — and excited about — the process. At Barringer Elementary, Principal Dr. Linda Morris holds a schoolwide party each year to honor NBCTs at the school. Students are encouraged to bring balloons and congratulatory notes to the event. The teachers' names are also listed on the kiosk outside the school.

NBCT Shirley Kohl: Her students surprised her with a special dance when she became National Board Certified.

"At Barringer, we believe in working hard and celebrating loudly," says NBCT Shirley Kohl (Middle Childhood/Generalist). "So in my class, whenever someone achieves something important, we all put on sunglasses and do the sun dance. When the principal announced my National Board Certification over the P.A., my kids spontaneously put on their shades and began dancing."

TOTAL NUMBER OF CHARLOTTE-MECKLENBURG SCHOOLS WITH NBCTS OR TEACHER-CANDIDATES



CMS has 139 schools.

121 of Charlotte-Mecklenburg Schools have either an NBCT or a teacher-candidate for National Board Certification.

The Knight grant started in '98-'99.

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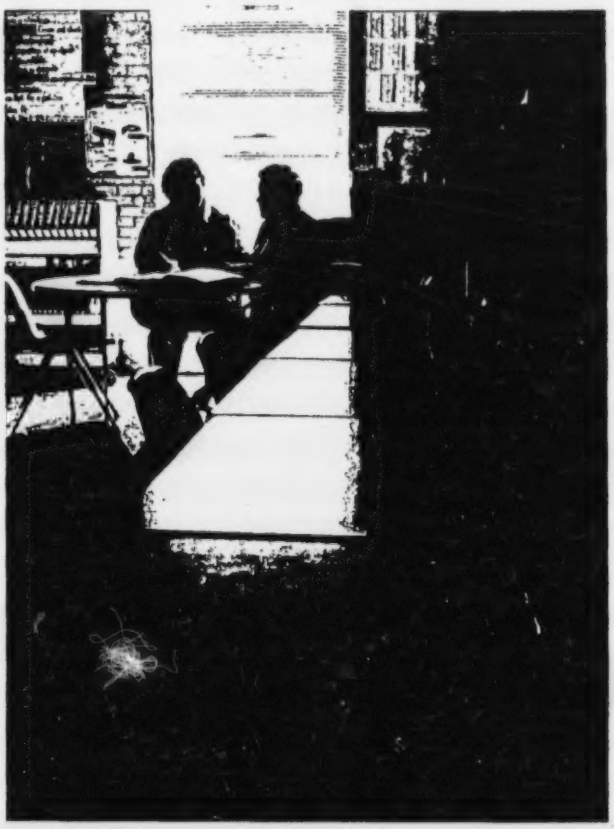
National Board Certification Makes a Difference

Research confirms that quality teaching is the single most influential factor in a student's success and also shows that National Board Certified Teachers (NBCTs) impact student learning. In a recent study, researchers at the University of North Carolina at Greensboro found that NBCTs significantly out-performed their peers who had not achieved National Board Certification on 11 of 13 key indicators of teaching expertise. These indicators include extensive knowledge of subject matter, the ability to adapt and improve instruction, and promoting academic achievement.

Researchers also examined student work samples in both groups. They found that almost 74 percent of the students in classes conducted by NBCTs demonstrated high levels of comprehension of the concepts taught, compared to 29 percent among those taught by teachers who didn't achieve certification.

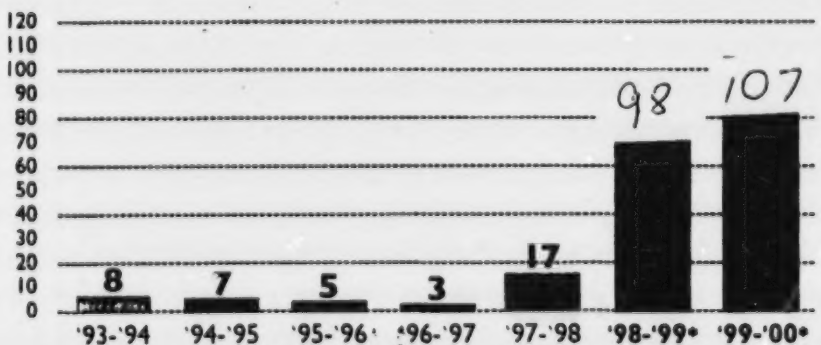
NBCTs know they will never teach quite the same way again. They see their profession in a new light, too.



A new study confirms that the National Board process really does recognize the accomplished teaching occurring in CMS and other school districts across the country.

Nationwide, there are nearly 10,000 NBCTs.

Total Number of Teachers Per Year Achieving National Board Certification in Charlotte-Mecklenburg Schools



* Years one and two of the Knight grant.

There are currently 241 NBCTs in Charlotte-Mecklenburg Schools.

This chart reflects a higher total as some NBCTs left the district.

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THE NATIONAL BOARD LIGHTS A SPARK

"National Board Certification showed me the good things I was doing, as well as where I needed to improve, such as ongoing, in-depth reflection on what I am doing and what my students are doing," says NBCT James Garvin (Middle Childhood/Generalist), who teaches fourth- through sixth-grades at Morehead Elementary.

NBCT Susan Wilson achieved her National Board Certification during the first year of The Charlotte Collaborative.

"So now I do an interactive newsletter, in which my students and their parents also reflect about what's going on," Garvin says. "I've received a lot of positive feedback from parents, who now feel part of the class. I enjoy their input and collaborating with them." He is now involved in teacher reform by serving on committees for statewide and national groups.

Comments NBCT Dave Schneider, "After teaching for 21 years, I was feeling stale. I needed a spark. Now, after becoming a National Board Certified teacher, I'm feeling alive about my teaching again. You come out of the process a better teacher — no doubt about it. And that means you're making kids better students."

Their fellow teachers recognize the difference in them.

Says NBCT Donna Pernotto, "I've been teaching 30 years, and with my National Board Certification, I get the respect of my peers. They look at me differently, treat me differently. Young teachers turn to me."

"I've been the only National Board Certified Teacher at my school this year, and the other teachers come to me and expect me to have answers. They see me in a different light," notes NBCT Susan Wilson (Middle Childhood/Generalist), who teaches at Ashley Park Elementary.

NBCT Dave Schneider and many teachers like him say the National Board process is the best professional development experience of their careers.

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NBCT Profile: Mike Tye

Even when he was an undergraduate earning his degree in psychology at the University of North Carolina at Chapel Hill, NBCT Mike Tye (Early Childhood through Young Adulthood/ Exceptional Needs Specialist), knew he wanted to work with teenagers with mental, emotional and behavioral problems.

His experience, both clinically and as an assistant at the Morgan School, showed him that teaching was one way to do this. So he earned his master's degree in special education from the University of North Carolina at Charlotte while working as a lateral entry teacher at Morgan.

"I wanted the credentials to give me credibility in my field," Tye says. "The National Board assessment told me I could teach to the national standard."

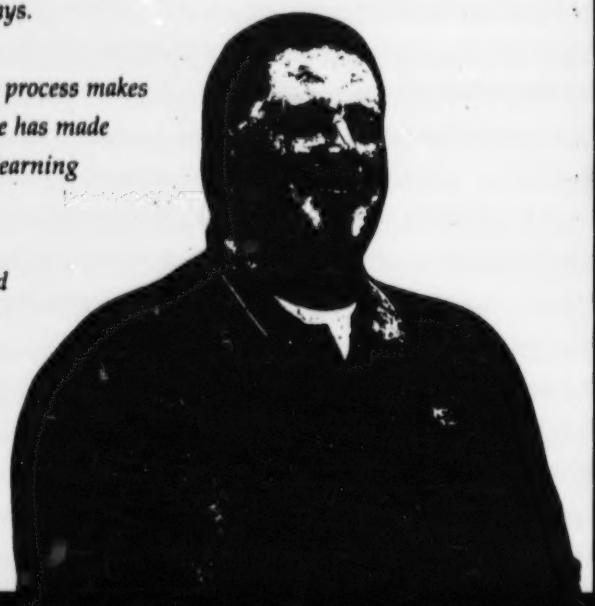
Students at the Morgan School are in grades 6 through 12 and have been identified as having severe behavioral-emotional disabilities. "It's a rough environment, and you have to have patience to deal with the intense behaviors," Tye says. "But I have the opportunity to help them gain personal growth. I can see that I am making a difference with them.

"We not only want to help the students improve academically and behaviorally, but we always look ahead — 'what does this child need?'" Tye explains. "We'd like to get them back to a school campus, but ultimately, our goal is to get them to a place where they will be productive."

National Board Certification helps Tye reach these goals. "It showed me my strengths and weaknesses and also validated that my teaching is good teaching," he says.

Tye is now coaching others seeking National Board Certification. "The process makes you want to encourage others," he notes. "And the coaching experience has made me realize how I could have done better on my own assessment — the learning process continues."

He is also encouraging other teachers at Morgan to seek National Board Certification. "It's the best professional development I have ever had," he says.



Positively Influencing Students' Lives

Parents, too, agree that NBCTs make a difference in the lives of their children. "Carrie Stoehr was able to use new techniques and strategies to encourage our son to read after others failed," says Raul and Laura Valdez. "We are strong supporters of what the National Board is accomplishing."

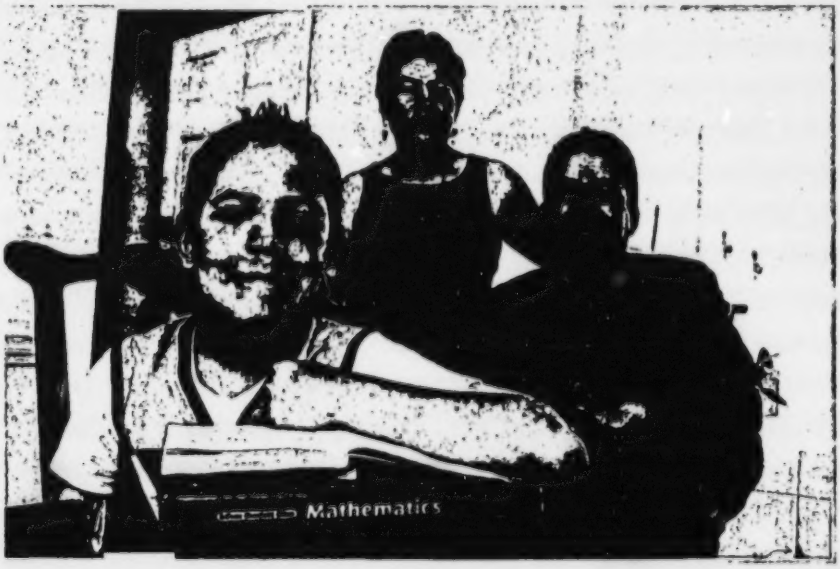
Ted and Nancy Sardinia feel the same way: "We are very grateful our daughter Mary Beth had Adriane Mingo as a teacher. She took the time to work with us as a family to help our daughter succeed in school. If Adriane is an example of what National Board Certified Teachers can do, we think every teacher should go through the process."

NBCT Adrianne Mingo (Middle Childhood/Generalist), who teaches at Druid Hills Elementary, has taken on other kinds of responsibilities as well. She recently traveled to China with other NBCTs to study that country's educational system and teaching strategies.

Ted and Nancy Sardinia became strong supporters of the National Board after they saw how NBCT Adriane Mingo helped improve their daughter's reading abilities.

Raul and Laura Valdez say an NBCT changed their son's life.

"Before he had Mrs. Stoehr as a teacher, Jerry hardly ever read books. Now he reads all the time," says his mother.



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UNIVERSITIES ADD TO THE COLLABORATION

NBCT James Garvin received a call from a professor, who encouraged him to seek National Board Certification.

National Board Standards are not just for teachers in the field. Through the work of The Charlotte Collaborative, National Board standards are impacting higher education as well. The involvement of the University of North Carolina at Charlotte's (UNCC) College of Education and Johnson C. Smith University (JCSU) is indicative of how these standards are changing the focus of teacher preparation at the college level. Both institutions have begun incorporating National Board standards into their education curricula. Professors have recruited former undergraduate students and those in graduate programs for National Board Certification. Efforts are made to place student teachers with NBCTs for their in-service training.

JCSU faculty, under the leadership of Education Department Chair Dr. Bessie Gage, played a key role in outreach efforts that recruit and support African-American teachers for National Board candidacy. NBCT Garvin says a call from one of his former JCSU professors played a big part in his decision to seek National Board Certification. "We are seeing great results with the National Board and we're proud to have played a part," says Gage.

As a result of its work with the collaborative, UNCC provides support of some kind to National Board Certification candidates in 15 of the region's school systems. The College of Education also uses NBCTs as guest lecturers.

"It's been an intense relationship as we have been supportive of each other in a complementary, non-competitive way," comments Dr. Mary Lynne Calhoun, dean of the UNCC College of Education. "We now have a shared understanding of what makes an excellent teacher."

"Teaching is a craft that requires you give of yourself. It is heartening to see so many people who are so dedicated."

— NBCT coach Bruce Schulman
(Early Adolescence/Science), Carmel Middle School

NBCT Profile: Cindy Woolery

Although NBCT Cindy Woolery (Early Childhood/Generalist) had three years of teaching experience when she decided to seek National Board Certification, it had been about 20 years since she had received her teaching degree. In the interim, she had worked in the business world and raised a family.

"I wanted to be on the cutting edge and be sure I knew the best practices," says Woolery, who teaches first- and second-graders at J.H. Gunn Elementary. "It was a wonderful opportunity to grow professionally.

"As a result of National Board Certification, I became a better teacher," she says. "It gave me confidence in my own teaching and improved the quality of my teaching many times over. And as I grew as a better teacher, it strengthened my students, and I was better able to serve them. The process changed my attitude toward parents — I now see them as my strongest allies," she continues. "Plus, it expanded my options to different methods of teaching."

But the certification process also opened doors for Woolery that led beyond the classroom. It was a springboard, Woolery says, for her to begin working on her master's degree in character education. She applied for, and received, a national Impact Grant from the Knight Foundation, given to teachers willing to share effective teaching skills or strategies with colleagues.

Woolery participates in after-school coaching sessions.

Through her interest in character education, Woolery and her students collected canned goods for the victims of Hurricane Floyd as one of many schoolwide projects. In addition, her school won a Pioneer Award from the "Do Something" organization, a national group that empowers young people to take leadership positions for service projects. She has become a community and national coach for the group, which has asked her to apply for a seat on its national advisory council.

"I couldn't have done any of this without the confidence I gained from becoming a National Board Certified Teacher," Woolery says. "It's an amazing process that transforms you."

Woolery believes so strongly in National Board Certification that she's now coaching candidates. "The process changes your attitude about teaching — it produces a paradigm shift in a positive way," she says. "The coaching we provide in Charlotte is collaborative so teachers can reach out, share and cheer each other on. Teachers who strive to be National Board Certified share a common goal — they each want to be a person of excellence."

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CHANGING THE FACE OF EDUCATION

The impact of National Board standards is also being felt statewide as North Carolina begins implementing its new performance-based teacher licensing system. A National Board Certified Teacher from CMS, Loretta Fodrie, is chair of North Carolina's Professional Teaching Standards Commission.

"For the first time in American education, we have a clearly defined way of describing what good teaching looks like and sounds like and can identify the behaviors and skills effective teachers should exhibit," says CMS NBPTS Coordinator Bernash. "Accomplished teachers genuinely seek to be the best they can for every student, going beneath the surface to connect with the hearts and dreams of their children in order to motivate them as thinkers and learners."

NBCT Dave Watson demonstrates a lesson in Physics to his high school students.

"The National Board Certification process makes you examine yourself and make changes and adjustments to respond to students' different learning styles," says NBCT Dave Watson (Adolescence and Young Adulthood/Science), an advanced placement Physics teacher at Butler High School who's been teaching 34 years. "By constantly reflecting and getting to know my students better, I can meet the needs of various learners to strengthen their ability to grasp difficult concepts, and help them feel better about themselves and be successful."

"Teaching is a profession that, when held to the highest standards, creates teachers that will forever be learners, analyzers and evaluators, and produces children with a sound education to face the uncertain and undoubtedly challenging future ahead."

— NBCT coach Sarah Robinson
(Early Adolescence/English Language Arts),
Northeast Middle School

National Board Certified Teachers in CMS

Name	School	Certificate	Certified
Krista Adams	Quail Hollow Middle	Early Adolescence/Social Studies – History	'99-'00
Beth Addis	Sharon Elementary	Early Childhood/Generalist	'98-'99
Emily Adoryan	Myers Park Elementary	Early Childhood/Generalist	'97-'98
Katy Allen	South Charlotte Middle	Early Adolescence/English Language Arts	'99-'00
Sandy W. Allen	Davidson IB Middle	Early Adolescence/Mathematics	'98-'99
Hannah Anderson	Chantilly Elementary	Early Childhood/Generalist	'98-'99
Kim Andrews	Providence High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Bruce Bacon	North Mecklenburg	Adolescence and Young Adulthood/Mathematics	'99-'00
Darla Barker	Barringer Elementary	Middle Childhood/Generalist	'99-'00
Sherry Beatty	West Mecklenburg	Early Adolescence through Young Adulthood/Art	'99-'00
Anne Peter Beauregard	Villa Heights Elementary	Early Childhood/Generalist	'98-'99
Sharon Benfield	Morehead Elementary	Early Childhood/Generalist	'95-'96
Connie Bernash	NBPTS Project Coordinator	Middle Childhood/Generalist	'94-'95
Sherri Bernier-Lucien	McKee Road Elementary	Middle Childhood/Generalist	'98-'99
Beth Bishop	J. H. Gunn Elementary	Early Childhood/Generalist	'98-'99
Cassandra Black	Irwin Avenue Elementary	Early Childhood/Generalist	'99-'00
Barbara Blackford	Matthews Elementary	Early Childhood/Generalist	'98-'99
Becky Blackmon	Butler High	Adolescence and Young Adulthood/Science	'99-'00
Jane Blair	Providence High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Glenda Blaisdell-Buck	Vance High	Early Adolescence/Generalist	'98-'99
Pat Blakeley-Schuler	Merry Oaks Elementary	Middle Childhood/Generalist	'94-'95
Suzanne Blaszak	McKee Road Elementary	Middle Childhood/Generalist	'98-'99
Katherine Bobay-Graser	Crestdale Middle	Early Adolescence/Generalist	'97-'98
Tom Booker	Northwest School of the Arts	Adolescence and Young Adulthood/Science	'99-'00
Lawrence Bosc	East Mecklenburg High	Adolescence and Young Adulthood/Social Studies – History	'99-'00
Marilyn Ann Bowker	McClintock Middle	Early Adolescence/Social Studies – History	'98-'99
Barbara Boyd	Independence High	Early Adolescence through YA/Career and Technical Education	'99-'00
Ginny Boyd*	West Mecklenburg High	Adolescence and Young Adulthood/Art	'98-'99
Erin Bradley	Butler High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Marsha Joyce Brigman*	Carmel Middle	Early Adolescence/Generalist	'93-'94
Tina Brooks	Long Creek Elementary	Middle Childhood/Generalist	'99-'00
Terri Brooks	Davidson Elementary	Early Childhood/Generalist	'98-'99
Tammy Brown	Pineville Elementary	Early Childhood/Generalist	'97-'98
Stephanie Bruner	Eastway Elementary	Early Adolescence/Science	'99-'00
Gen Buhlinger	Crestdale Middle	Middle Childhood/Generalist	'98-'99
Louise Burks	Barringer Elementary	Middle Childhood/Generalist	'99-'00
Caren Burroughs	South Charlotte Middle	Early Adolescence/Social Studies – History	'98-'99
E. Jane Butckovitz	TAPS	Early Adolescence through Young Adulthood/Art	'99-'00
Safronia Caldwell	First Ward Elementar	Early Childhood/Generalist	'99-'00
Keith Camburn	West Mecklenburg High	Adolescence and Young Adulthood/Science	'99-'00
Virginia Campbell	South Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Diane Capps	Crown Point Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Janet Carson*	Carmel Middle	Early Adolescence/Science	'98-'99
Lindsay Cassam	Elizabeth Lane Elementary	Early Childhood/Generalist	'97-'98
Lisa Celotto	Berryhill Elementary	Early Childhood/Generalist	'94-'95
Lysa A. Cesena	Cornelius Elementary	Middle Childhood/Generalist	'94-'95
Shari Chambers	Smithfield Elementary	Early Childhood/Generalist	'98-'99
Hilda Chasnoff	Huntingtowne Farms Elementary	Early Childhood/Generalist	'99-'00
Marcia Chumas	East Mecklenburg High	Adolescence and Young Adulthood/Mathematics	'98-'99
David Clark	Providence High	Adolescence and Young Adulthood/Science	'98-'99
Cathey Cooper	Piney Grove Elementary	Middle Childhood/Generalist	'99-'00

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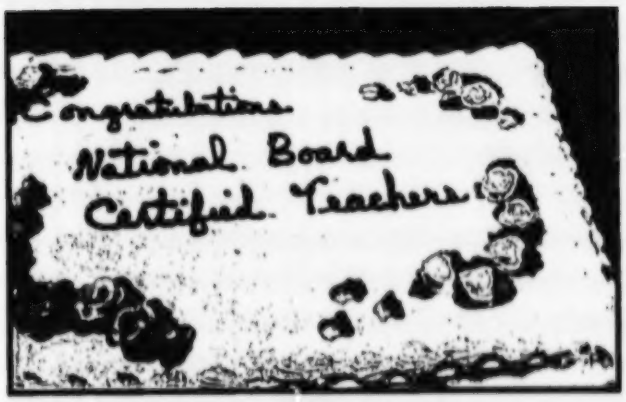

During the past three years, a recognition ceremony has been held for NBCTs. The Southwest Education Alliance is now a sponsor of these annual events.

Superintendent Eric Smith (left) and Board of Education Chair Arthur Griffin Jr. (right) congratulate NBCT Tammy Brown (Early Childhood/Generalist).

Name	School	Certificate	Certified
Elisa Cox	Northeast Middle	Early Adolescence/Science	'99-'00
C. Jeannie Craig	Cornelius Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Peggy Crowley	Bruns Ave Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Renea Crumbley*	Piedmont Open Middle	Early Adolescence/English Language Arts	'93-'94
Barbara Curtis	Crown Point Elementary	Early Childhood/Generalist	'98-'99
Janice Davin	Oakhurst Elementary	Early Childhood/Generalist	'95-'96
Thomas Davis	North Mecklenburg High	Adolescence and Young Adulthood/Science	'97-'98
Barbara Deaver	South Charlotte High	Early Adolescence/Social Studies - History	'98-'99
Janetta Deavers	Pawtuckett Elementary	Early Childhood/Generalist	'98-'99
Narona Desmond	South Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Angie Dickison	East Mecklenburg High	Early Adolescence/Science	'99-'00
Noble Dillard	Northwest School of the Arts	Adolescence and Young Adulthood/Science	'99-'00
Katy Dula	Literacy Specialist	Early Adolescence/English Language Arts	'93-'94
Jacqueline Durham	West Mecklenburg High	Early Adolescence through YA/Career and Technical Education	'99-'00
Katherine Eaker	West Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Beth Early	Pineville Elementary	Middle Childhood/Generalist	'97-'98
Maxine G. Edwards*	Butler High	Adolescence and Young Adulthood/Mathematics	'98-'99
Sally W. Edwards	Merry Oaks Elementary	Middle Childhood/Generalist	'98-'99
Anne Ellis	Smithfield Elementary	Early Childhood/Generalist	'98-'99
Debbie Fast	Statesville Road Elementary	Middle Childhood/Generalist	'98-'99
Jodi Fields	Hawk Ridge Elementary	Early Childhood/Generalist	'99-'00
Loretta Fodrie*	Bruns Ave Elementary	Middle Childhood/Generalist	'97-'98
Vernelle Ford	Davidson Elementary	Middle Childhood/Generalist	'99-'00
Fran Fortner	Providence High	Adolescence and Young Adulthood/English Language Arts	'99-'00
James Garvin	Morehead Elementary	Middle Childhood/Generalist	'98-'99
Heather Gassman	Winterfield Elementary	Early Childhood/Generalist	'99-'00
Kathryn Gilchrist	Independence High	Early Adolescence through YA/English as a New Language	'99-'00
Donna Golden*	Dilworth Elementary	Middle Childhood/Generalist	'98-'99
Alice Greene	Newell Elementary	Early Childhood/Generalist	'99-'00
Jack Greene	Garinger High	Early Adolescence through YA/Career and Technical Education	'99-'00
Annie Grier	Sharon Elementary	Middle Childhood/Generalist	'98-'99
Drucilla Guffey	Davidson IB Middle	Early Adolescence/English Language Arts	'98-'99
Timothy Guilfoyle	Harding University High	Adolescence and Young Adulthood/Science	'99-'00
Linda Hagler	East Mecklenburg High	Early Adolescence/English Language Arts	'96-'97
Dawn Hall	Sharon Elementary	Early Childhood/Generalist	'98-'99
Karen M. Hall	Cornelius Elementary	Middle Childhood/Generalist	'99-'00
Vanessa Halling	South Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'99-'00

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National Board Certified Teachers in CMS

Name	School	Certificate	Certified
Marva Hambacher	Providence High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Mary Hammond*	South Mecklenburg High	Adolescence and Young Adulthood/Science	'99-'00
Lea Harkins	Sharon Elementary	Middle Childhood/Generalist	'97-'98
Steve Harmon	Davidson IB Middle	Early Adolescence/Science	'98-'99
Brandie A. Harris	McAlpine Elementary	Early Childhood/Generalist	'98-'99
Amy Hatcher*	Randolph Middle	Early Adolescence/English Language Arts	'99-'00
Paula Heath	West Mecklenburg High	Adolescence and Young Adulthood/Science	'99-'00
Sarah Henry	Davidson Elementary	Early Childhood/Generalist	'98-'99
Susan Heritage	Greenway Park Elementary	Early Childhood/Generalist	'99-'00
Brenda Hicks	Oakhurst Elementary	Early Childhood/Generalist	'98-'99
M. Sue Hooks*	Lebanon Road Elementary	Middle Childhood/Generalist	'99-'00
Tonda Horne	Hickory Grove Elementary	Early Childhood/Generalist	'99-'00
Evadale Hosaflook*	Butler High	Early Adolescence through YA/Career and Technical Education	'99-'00
Christine Huff*	First Ward Elementary	Early and Middle Childhood/English as a New Language	'99-'00
Denise Huff	McKee Road Elementary	Early Adolescence/Generalist	'93-'94
Amy Huffman	Providence High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Marybeth G. Hughes	East Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'98-'99
D. Marie Humphrey	Vance High	Adolescence and Young Adulthood/Mathematics	'98-'99
Anna Hurdle*	Amay James Montessori	Early Childhood/Generalist	'98-'99
Carol Huss*	Independence High	Adolescence and Young Adulthood/Mathematics	'99-'00
Randi Imbriano	Independence High	Middle Childhood/Generalist	'98-'99
Leora Itzhaki	Hawk Ridge Elementary	Early Childhood/Generalist	'99-'00
Deborah Jameyson	Professional Development Center	Early Adolescence/Generalist	'93-'94
Robin Jamison*	Spaugh Middle	Early Adolescence/Social Studies – History	'98-'99
E. Kathy Jay	Hidden Valley Elementary	Early Childhood/Generalist	'97-'98
Melvin Jaynes	Clear Creek Elementary	Middle Childhood/Generalist	'99-'00
Ruth A. Johnson	Lansdowne Elementary	Middle Childhood/Generalist	'94-'95
Sherrie Jones	Oakdale Elementary	Early Childhood/Generalist	'99-'00
Alice Jordan	Selwyn Elementary	Early Childhood/Generalist	'99-'00
Tonya Kales*	Smithfield Elementary	Early Childhood/Generalist	'98-'99
Lynn Keith	McKee Road Elementary	Middle Childhood/Generalist	'97-'98
Becky Kelly*	Hawk Ridge Elementary	Early Childhood/Generalist	'98-'99
Starr King	Garinger High	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Randolph Knight	Olympic High	Early Adolescence through YA/Career and Technical Education	'99-'00
Shirley Kohl	Barringer Elementary	Middle Childhood/Generalist	'99-'00
Heather LaJoie	East Mecklenburg High	Adolescence and Young Adulthood/Mathematics	'98-'99
Tina Lamb	Davidson IB Middle	Early Adolescence/Social Studies – History	'98-'99
Lisa LaRotonda*	Oakdale Elementary	Middle Childhood/Generalist	'98-'99
Lee LeDoux	Winding Springs Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
D. Brooke Leonnig	Harding University High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Judy Lewis*	Starmount Elementary	Early Childhood/Generalist	'98-'99
Patricia Lewis	Pineville Elementary	Early Childhood/Generalist	'95-'96
Houghton Lohn	Independence High	Early Adolescence through YA/Career and Technical Education	'99-'00
Andrea Love*	Hornets Nest Elementary	Early Childhood/Generalist	'98-'99
Janet Ludwig	Sedgefield Elementary	Early Childhood/Generalist	'97-'98
Nancy MacMillan	Providence High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Vickie Mallon	J. M. Alexander Middle	Early Adolescence/Generalist	'98-'99
Julia Marshall	Selwyn Elementary	Early Childhood/Generalist	'99-'00
Anita McAdam	Lebanon Road Elementary	Early Childhood/Generalist	'98-'99
Mary McDuffie*	West Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Cheryl McFadden	Matthews Elementary	Middle Childhood/Generalist	'99-'00

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Name	School	Certificate	Certified
Angela McFarland*	Morehead Elementary	Middle Childhood/Generalist	'98-'99
Julia McLean*	South Mecklenburg High	Adolescence and Young Adulthood/Science	'98-'99
Marty Metius	Hidden Valley Elementary	Early Childhood/Generalist	'99-'00
Adriane Mingo*	Druid Hills Elementary	Middle Childhood/Generalist	'98-'99
Teresa Mitchiner	Matthews Elementary	Early Childhood/Generalist	'99-'00
Donna Moody	West Mecklenburg High	Adolescence and Young Adulthood/Science	'99-'00
Jennifer Moore	Morgan School	Adolescence and Young Adulthood/Science	'99-'00
Kim Moreau	Sharon Elementary	Early Childhood/Generalist	'98-'99
Donna Morris	South Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'99-'00
F. Genell Moses	Bradley Middle	Early Adolescence/Science	'99-'00
Dorothy Ngongang	West Charlotte High	Adolescence and Young Adulthood/Science	'99-'00
Juliann Noble	Crestdale Middle	Early Adolescence/Social Studies – History	'99-'00
Mary Kathryn Norfleet	North Mecklenburg High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Sheryn Northey	Northwest School of the Arts	Early Adolescence/English Language Arts	'96-'97
Kathy Novak	Reid Park Elementary	Middle Childhood/Generalist	'99-'00
Cara O'Connor	Pineville Elementary	Early Childhood/Generalist	'99-'00
Tracy Onze*	Hidden Valley Elementary	Middle Childhood/Generalist	'97-'98
Ivalynn Oudin	McKee Road Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Erika Parker	Derita Elementary	Early Childhood/Generalist	'99-'00
Susan M. Patterson*	Dilworth Elementary	Early Adolescence/Generalist	'93-'94
Joyce Peace	Newell Elementary	Middle Childhood/Generalist	'99-'00
Donna Pernotto*	Barringer Elementary	Early Childhood/Generalist	'98-'99
L. Jean Porter	J. H. Gunn Elementary	Early and Middle Childhood/English as a New Language	'99-'00
Ann Prenzler	Davidson IB Middle	Early Adolescence/Mathematics	'99-'00
Frances Primm	McClintock Middle	Early Adolescence/Science	'98-'99
Susan Putnam	Butler High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Todd Rackowitz	Midwood High	Adolescence and Young Adulthood/Mathematics	'99-'00
Jeanette Reber*	Smithfield Elementary	Early Childhood/Generalist	'98-'99
Ronny Reddig	Eastway Middle	Early Adolescence/Social Studies – History	'98-'99
Karen A. Reed	Providence High	Adolescence and Young Adulthood/Science	'98-'99
Sherri Register	Hawk Ridge Elementary	Middle Childhood/Generalist	'99-'00
Mae Rice*	University Park Elementary	Early Childhood/Generalist	'98-'99
Tina Roberts	Myers Park High	Adolescence and Young Adulthood/Mathematics	'99-'00
Linda Robinson	TAPS	Early Adolescence/Mathematics	'99-'00
Sarah Robinson*	Northeast Middle	Early Adolescence/English Language Arts	'99-'00
Lisa Roden	Sharon Elementary	Early Childhood/Generalist	'98-'99
Betty Roseman	Marie G. Davis Middle	Early Adolescence through YA/Career and Technical Education	'99-'00
Lisa Ross	UNCC	Early Childhood/Generalist	'96-'97
Betsy Ross	East Mecklenburg High	Adolescence and Young Adulthood/Social Studies – History	'99-'00
Dee Runyan	Morehead Elementary	Early Childhood/Generalist	'99-'00
Jim Ryder	Butler High	Adolescence and Young Adulthood/Science	'98-'99
Judy Ryder*	South Charlotte Middle	Early Adolescence/Mathematics	'98-'99
Lisa Schinnagel*	Oakdale Elementary	Early Childhood/Generalist	'99-'00
Evelyn Schlick	McKee Road Elementary	Middle Childhood/Generalist	'99-'00
David Schneider	Olympic High	Early Adolescence through YA/Career and Technical Education	'99-'00
Bruce Schulman*	Carmel Middle	Early Adolescence/Science	'99-'00
Gloria Schwartz*	Professional Development Center	Early Adolescence/Generalist	'93-'94
Ginny Setzer	Bain Elementary	Early Childhood/Generalist	'98-'99
Reed Shaddock	Garinger High	Middle Childhood/Generalist	'97-'98
Phyllis Shaddock	Crestdale Midde	Middle Childhood/Generalist	'97-'98
Holly Shellenberger*	Selwyn Elementary	Middle Childhood/Generalist	'94-'95

National Board Certified Teachers in CMS

Name	School	Certificate	Certified
Laura Shirey*	South Charlotte Middle	Early Adolescence/Mathematics	'98-'99
Shelly Shope	Reid Park Elementary	Middle Childhood/Generalist	'99-'00
Susan Siglar	Steele Creek Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Michelle Sivy	Harding University High	Adolescence and Young Adulthood/Science	'99-'00
Heather Smith	Davidson Elementary	Middle Childhood/Generalist	'94-'95
Debbie Smith	Davidson Elementary	Early Childhood/Generalist	'99-'00
Donna Smith	Garinger High	Early Adolescence through YA/Career and Technical Education	'99-'00
Leslie Spearman	Olde Providence Elementary	Middle Childhood/Generalist	'98-'99
Sharon Spigner*	Bright Beginnings Preschool	Early Childhood/Generalist	'95-'96
Pam Spilde	Allenbrook Elementary	Middle Childhood/Generalist	'99-'00
Carrie Stoehr*	Hawk Ridge Elementary	Middle Childhood/Generalist	'98-'99
Cheryl Streeter	Olde Providence Elementary	Early Childhood/Generalist	'98-'99
Anita Sturgies	Northwest School of the Arts	Adolescence and Young Adulthood/Science	'99-'00
Kathleen Summers	Steele Creek Elementary	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Linda Surratt	Butler High	Adolescence and Young Adulthood/Science	'99-'00
Mary Jayne Szyper	Quail Hollow Middle	Early Adolescence/Social Studies – History	'99-'00
Barbara Temple	Vance High	Adolescence and Young Adulthood/English Language Arts	'98-'99
Kyra Thomas	Crown Point Elementary	Middle Childhood/Generalist	'98-'99
Ronald Thomas	Myers Park High	Early Adolescence/Generalist	'98-'99
Shannon Thompson	Davidson Elementary	Early Childhood/Generalist	'99-'00
Lori Treiber	North Mecklenburg High	Adolescence and Young Adulthood/Science	'97-'98
Susan Trent	McClintock Middle	Early Adolescence/Social Studies – History	'98-'99
Mike Tye*	Morgan School	Early Childhood through YA/Exceptional Needs Specialist	'99-'00
Lisa Valentine	Harding University High	Adolescence and Young Adulthood/Social Studies – History	'99-'00
Bryan Vanderhill	McKee Rd Elementary	Middle Childhood/Generalist	'98-'99
Karol Vaughn	Piney Grove Elementary	Middle Childhood/Generalist	'99-'00
Michelle Vincent	Hawk Ridge Elementary	Middle Childhood/Generalist	'99-'00
Charlyn Walker	Villa Heights Elementary	Middle Childhood/Generalist	'98-'99
Janice Ward	South Charlotte Middle	Early Adolescence/Generalist	'93-'94
Anne Treinen Wassell	Elizabeth Lane Elementary	Middle Childhood/Generalist	'98-'99
Pat Watson	Davidson IB Middle	Early Adolescence/English Language Arts	'98-'99
H. Dave Watson	Butler High	Adolescence and Young Adulthood/Science	'98-'99
Debbie Weeks	Davidson Elementary	Middle Childhood/Generalist	'99-'00
Teri White	UNCC	Early Childhood/Generalist	'98-'99
Sandra Whitley	Albemarle Road Middle	Early Adolescence through YA/Career and Technical Education	'99-'00
Greg Wike	Davidson Elementary	Middle Childhood/Generalist	'98-'99
Lisa Wilder	Lebanon Road Elementary	Early Childhood/Generalist	'98-'99
Deborah Williams	North Mecklenburg High	Adolescence and Young Adulthood/Social Studies – History	'99-'00
Sharon Williamson	Butler High	Adolescence and Young Adulthood/English Language Arts	'99-'00
Susan Wilson*	Ashley Park Elementary	Middle Childhood/Generalist	'98-'99
Pam Wittfeld	Myers Park High	Adolescence and Young Adulthood/Art	'98-'99
Cynthia Woolery*	J. H. Gunn Elementary	Early Childhood/Generalist	'98-'99
Kathleen Worley*	Sharon Elementary	Middle Childhood/Generalist	'97-'98
Marlo Wylie	David Cox Elementary	Early Childhood/Generalist	'99-'00
Dale Yaged*	Selwyn Elementary	Middle Childhood/Generalist	'96-'97
Diana Zellner*	Billingsville Elementary	Middle Childhood/Generalist	'98-'99
Sally Ziemba*	Butler High	Adolescence and Young Adulthood/Mathematics	'98-'99

Congratulations!

YA = Young Adulthood
*NBCT coaches and readers
NBCT Teachers-in-Residence are listed in bold.

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The foundation is dedicated to furthering its ideals of service to the community, to the highest standards of journalistic excellence, and to the defense of a free press. In both their publishing and philanthropic undertakings, the Knight brothers shared a broad vision and uncommon devotion to the common welfare. It is those ideals, as well as their philanthropic interests, to which the foundation remains faithful.

"Being a National Board Certified Teacher means you're constantly raising the bar for yourself.

Give me the challenge!"

— NBCT coach Adriane Mingo (Middle Childhood/Generalist), Druid Hills Elementary

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"As a teacher myself, I know there is no greater reward than enriching one's teaching experience through the National Board Certification process. In the years to follow, I know we will be looking to Charlotte as the model others will want to copy."

— Barbara Kelley, Chair,
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On back cover: NBCT coach Loretta Fodrie (Middle Childhood/Generalist), Bruns Ave. Elementary

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Deverne Jackson, a candidate for National Board Certification, teaches art at Westerly Hills Elementary.

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